



Social Emotional Wellness & Readiness to Learn

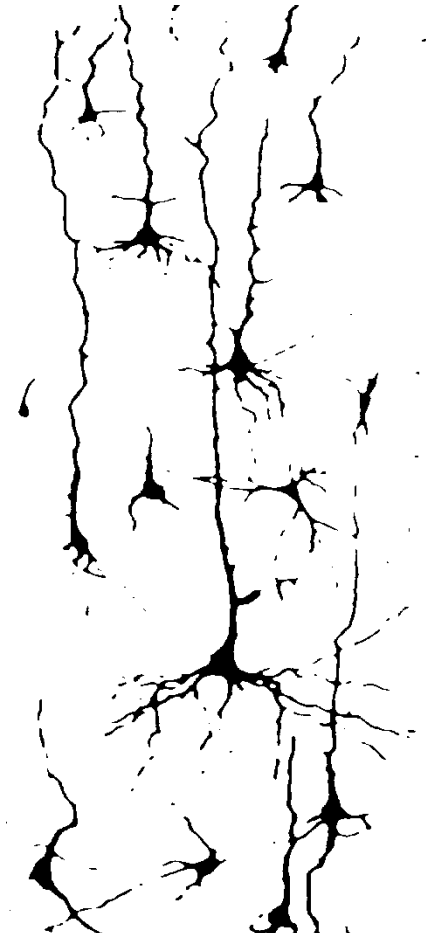
Three to Six years old

DR. SHULAMIT NATAN RITBLATT

Agenda

- Be introduced to social emotional wellness with the focus on the whole child
- Understand what skills the child needs to be ready to learn
- Be introduced to a sample of multi-sensory interactions for young children to enhance learning in four domains: emotional, social, cognitive, and health and routines.

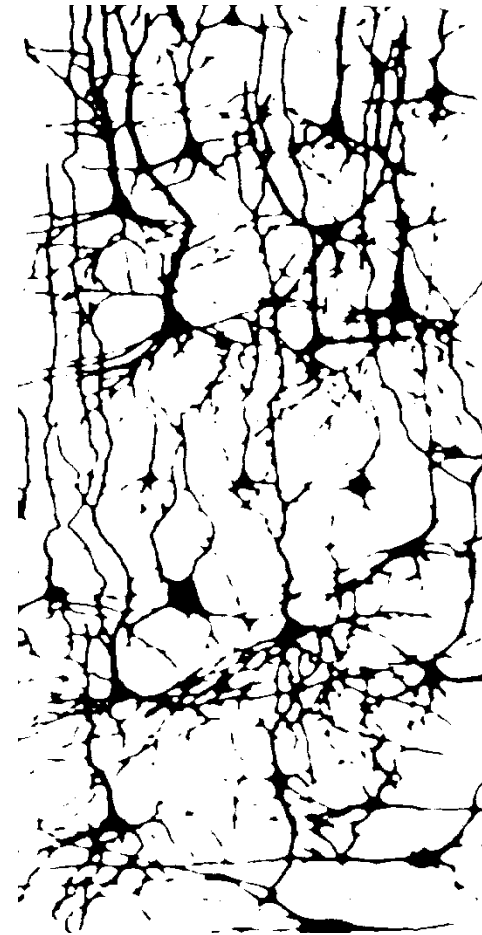
Human
Brain
at Birth



6 Years
Old

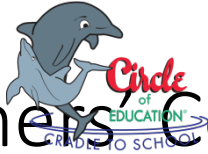


14 Years
Old



- More significantly, early positive or negative interpersonal interactions affect the developing brain's structure and its organization (Schore, 2001).

- School readiness has been a national education goal since 1989 and yet more than one-third of preschoolers are still considered unprepared to transition into kindergarten, due to problems in behavioral and emotional skills (Knitzer, 2001).



Teachers' Concerns in Regards to Learning Readiness

- Tells wants and thoughts, 83.9%;
 - Not disruptive of the class, 78.6%;
 - Follows directions, 77.5%;
 - Takes turns and shares, 73.6%;
 - Sensitive to others, 61.8%;
 - Sits still and alert, 61%;
 - Finishes tasks, 53.6%;
-
- 60% of parents defined learning readiness as a child's ability to know their A,B,C's and 1,2,3's.
 - Only 10% of teachers define this as learning readiness.

School readiness consists of:

Piotrkowski et al. (2001)

- Health and self-care
- Emotion and behavior regulation
- Interactions with and attitudes towards adults and children
- Effective communication of needs and feelings
- An interest and engagement in the world around
- Motivation to learn
- Motor skills
- Cognitive knowledge
- Ability to adjust to kindergarten classroom's demands.

Learning Readiness



- The numbers of young children who experience poor socio-emotional development has been on the rise, often resulting in challenging behaviors: “Approximately 10-15% of typically developing children have chronic mild to moderate levels of behavior problems” (Timm & Fox, 2006, p. 1).

- According to the National Center for Children on Poverty (2009) between 9.5 and 14.2 percent of children 0-5 experience social-emotional problems that impact their development, functioning and school-readiness.

In order for a child to grow and develop socially and emotionally they need to acquire

Social Emotional Wellness

Program Foundations

Learning Readiness Skills

- 1. Being Aware of Body & Physical Self**
- 2. Being Self-Aware**
- 3. Building Relationships**
- 4. Caring & Sharing**
- 5. Communicating Needs**
- 6. Dealing with Change**
- 7. Exploring & Problem Solving**
- 8. Expressing & Regulating Emotions & Behaviors**
- 9. Following Routines**
- 10. Reading & Writing**
- 11. Taking Care of Self & Being Safe**
- 12. Understanding Math Concepts & Methods of Inquiry**

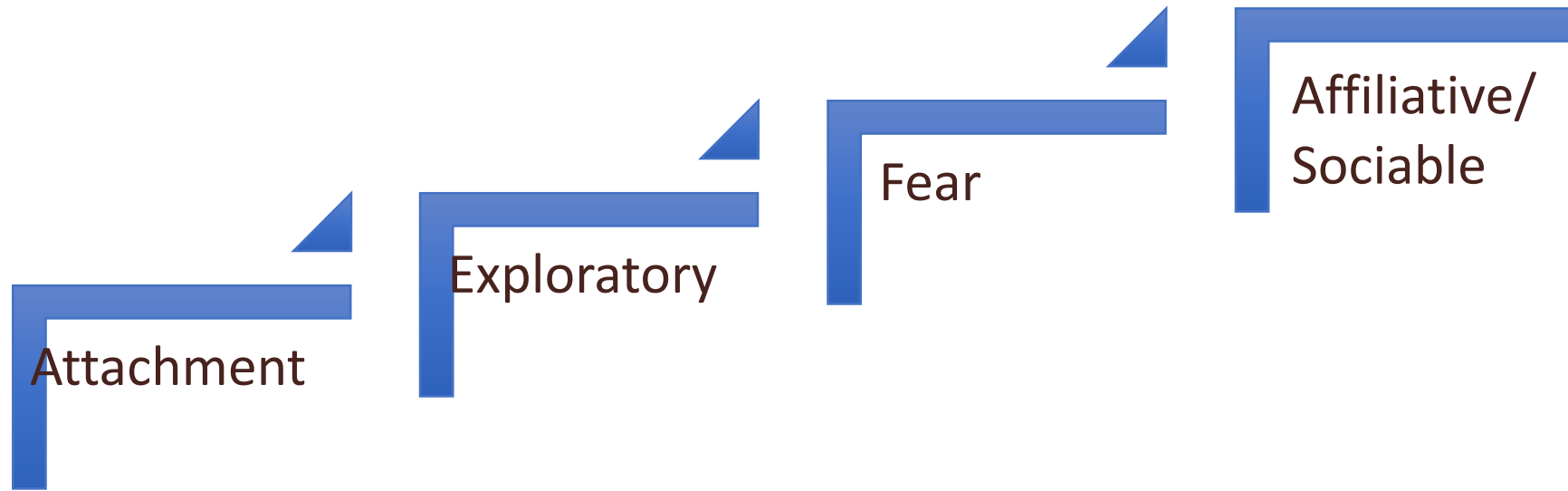


**What is
Social Emotional
Wellness?**



- Greenspan (1996) argues that the intellect is based on emotions and therefore in order for a child to achieve healthy development, he or she needs to form relationships with the caregiver.

Four Behavioral Motivational Systems (Bowlby)



What is Social Emotional development?

**Child learns to
identify and
understand
own feelings**






Fall 2016

MY FEELINGS

When a friend tells me something untrue,
I 😞 “boo-hoo”
It hurts my feelings and makes me blue
In the end it’s the right thing to do
To say what’s true, ‘cause when you do
Friends will trust you and you will be happier,
too

It’s not right to take away someone’s
- both girls and boys
Can play together and share their joys



When we  it’s a terrible noise
We just feel mad and really 😞
It’s much better to share, showing friends that
we care

When my Sis sits upon my Dad’s knee
I’m blue if he gives more attention to
her than me
But then Dad starts a tickling me
And I know we, Dad, Sis and me
Are together and he loves us both, you can
see

I’m at school, and the teacher says, “Hey,
We’re going to play – it’s beautiful sunny day!”
You know I feel so 😊 inside
I’m with my friend and we pretend
That’s we’re sailing away on this beautiful
day!



My Feelings

What Is Social Emotional Development?



Child learns to accurately read and comprehend emotional states in others

© 2013-2017 delibrainy LLC. Duplication or distribution without permission is prohibited

What Is Social Emotional Development?

Child learns to manage strong emotions and express them in a constructive manner.







Sometimes I Lose My Temper



What Is Social Emotional Development?



Child learns to regulate one's own behavior.



WORDS Can Help
WORDS Can Hurt

The Marshmallow Test



What Is Social Emotional Development?

Child learns to develop relationships and maintain friendships.



What Is Social Emotional Development?

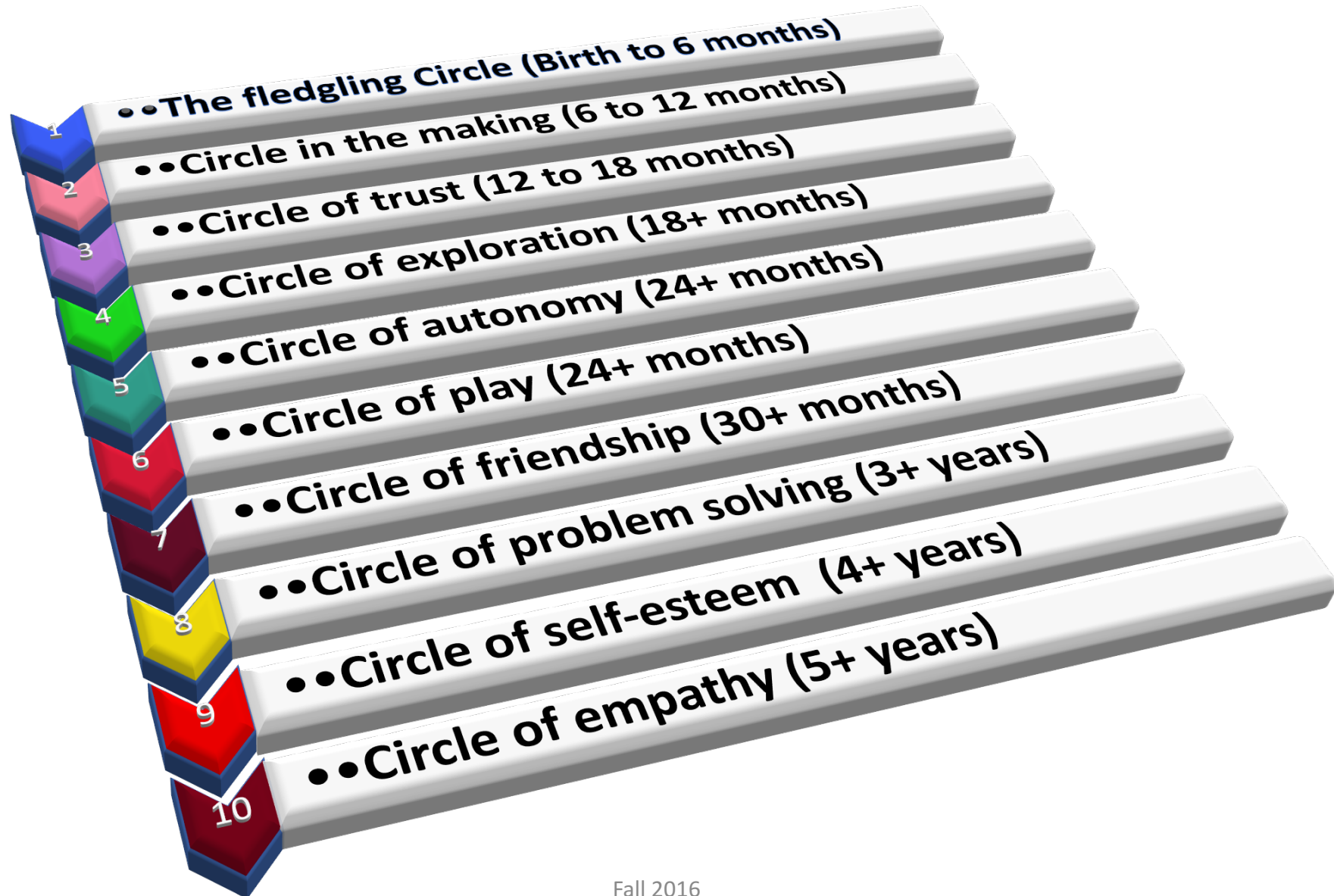
**Child learns
to develop
empathy
for others.**





SELR™ Developmental Steps (Birth to 6 years)

Developed by Dr. Ritblatt (2014)



What is Emotional Literacy?

Emotional literacy is the ability to identify, understand, and express emotions in a healthy way.

Why is Emotional Literacy Important?

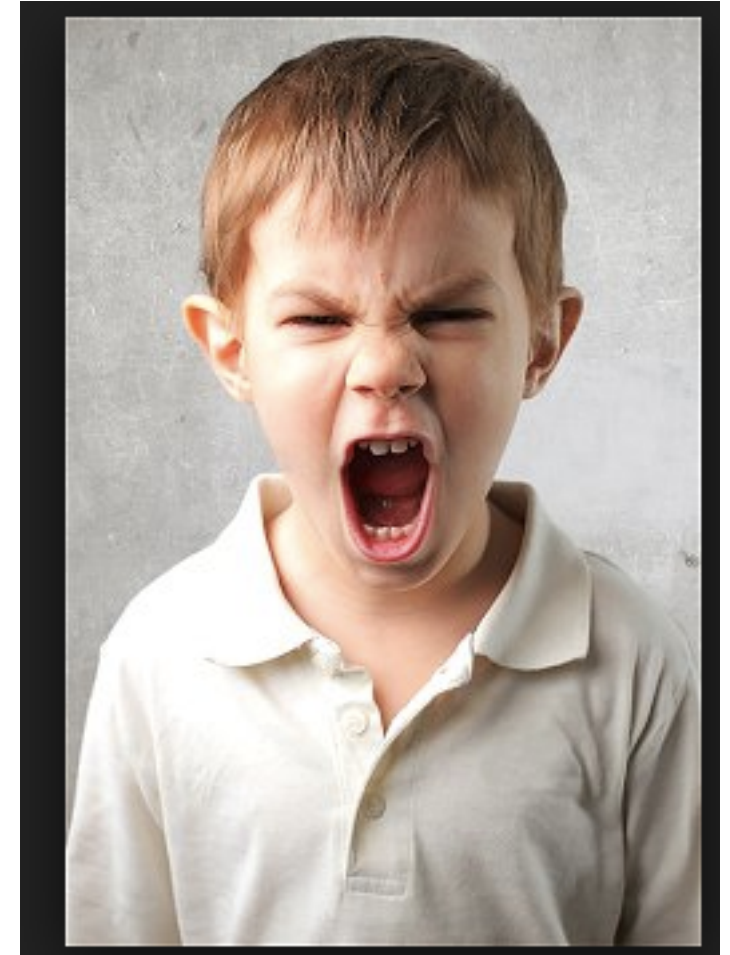
- Children with emotional literacy...
 - tolerate frustration better
 - get into fewer fights
 - engage in less destructive behavior
 - are healthier
 - are less lonely
 - are less impulsive
 - are more focused
 - have greater academic achievement

- Executive functions in the brain help the individual to suppress undesirable urges or strengthen a desirable one.
- When wait time is increased and when a child thinks of the object as something less enticing, then they can wait longer.
- By age 6, children can put something out of sight out of mind.



Emotional Regulation

- “keeping cool” is critical so young children can learn how to stay regulated themselves
- It is important to focus on positive affect and support a positive and pleasurable relationship



The Challenge: Distinguishing Self from Others

- Theory of Mind
 - Around the age of 4, children begin to realize **people do not know or feel everything** they know and feel **in the same way**
- How can we **support children** as they begin to distinguish their own feelings from the feelings of others?

Related to *Theory of Mind*

- Young children see the world **through their own experiences**.
 - Until theory of mind develops, It can be *difficult* to take another person's perspective.
 - Focusing on their own wants and needs can make them *less likely to cooperate* and *more likely to experience conflict*.
- However, children who are good at perspective taking are usually **less likely to tease, blame or bully** others.

The Challenge: Perspective Taking

- From birth through age 4, developmentally, children are **still learning** to process *how others experience the world* around them.
- By age 5, children begin to realize that **people act based on how they view the world**, and how they view the world *may or may not be accurate*.
- How can we **support children** as they begin to take the perspective of another person?

Validating Emotions

- Encouraging children to express feelings is a key to **fostering emotional health**.
 - No matter how unreasonable a reaction seems, *the child needs the emotion to be accepted*.
 - Even adults cannot control emotions – *we can only control our expression*.
- By saying “You’re Okay,” we discourage feelings and **invalidate** the child.

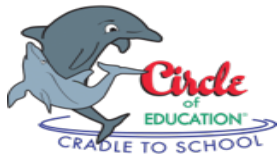
Focus on Problem Solving

- When children encounter uncomfortable emotions – fear after a large dog barks at him or pain after falling off a swing – **focus on solving the problem, not just giving comfort.**

Focus on Problem Solving

- Helping children to address emotions in a problem solving way *increases the likelihood that they will demonstrate empathetic concern* for others.
- “Ouch! You scraped your knee when you fell off the swing. I’ll bet that hurt. You look like you might be feeling a little scared and upset. What might make you feel better? An ice pack or a hug?”





Social Problem-Solving Strategies to help children regulate (BEFRIEND)



- **B**-Breathe slowly and deeply
- **E**-Express
- **F**-Feelings
- **R**-Regulate and Resolve
- **I**- Implement Solution
- **E**-Evaluate
- **N**-Negotiate
- **D**-Debrief and discuss what happened, reflect on the process



BEFRIEND

Breathe

Dr. Rithlatt 2015





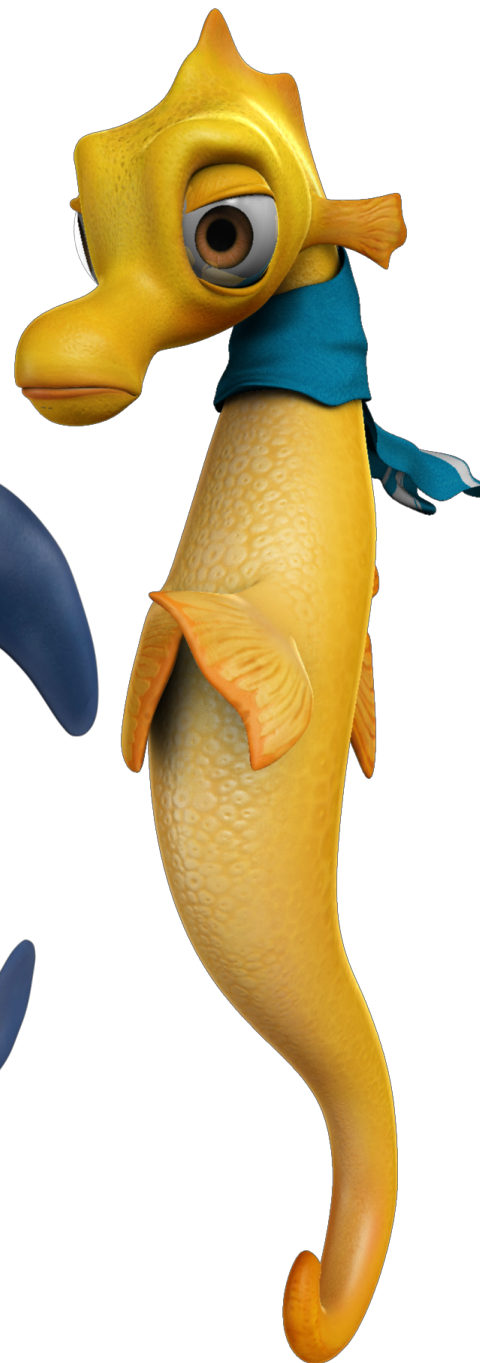
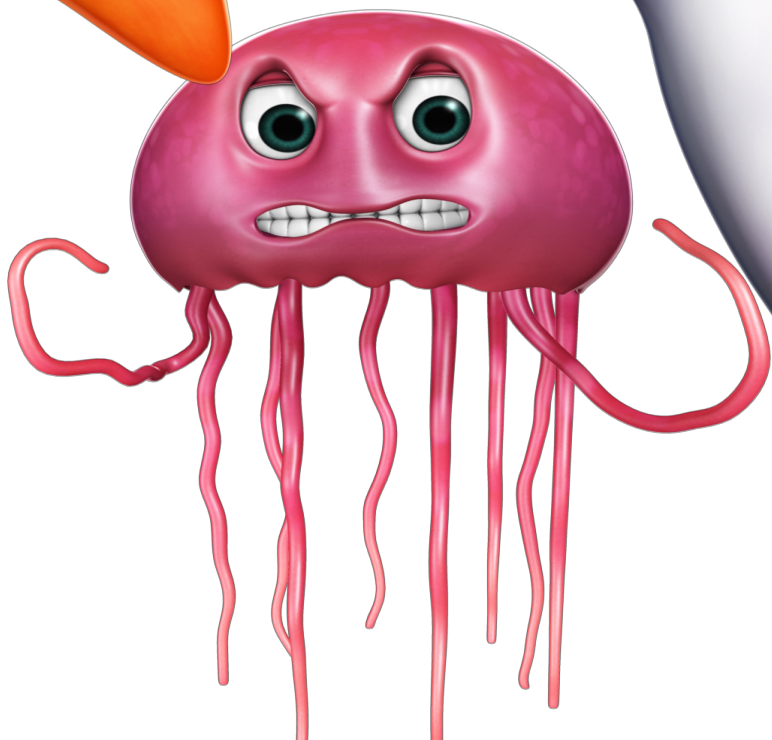


BEFRIEND

E xpress

BEFRIEND

Feelings





Frustrated



Embarrassed



Sad



Mad

**This
is
how
I
feel
today!**



Nervous



Happy



Proud



Scared



Loved



Lonely

BEFRIEND

Resolve

BEFRIEND

I mplement
solution

BEFRIEND

Evaluate

BEFRIEND

Negotiate

BEFRIEND

Discuss/
debrief

156 - BEFRIEND

(TALK) BEFRIEND is a word that we use to help us learn new skills. Each letter stands for something else. Are you ready what's it all mean?

It's time to learn to settle down and learn some tricks to help you!

BE
FR
IE
N
D
(3X)

"Befriend" will help you calm down!

B stands for breathing deeply and counting up to 10 – go!

1, 2, 3 and 4
5, 6, 7, and 8
9 and then at 10 we need to breath deeply.

(TALK) Touch your mouth and then your heart!

E means express yourself and F express your feelings

We need to use our words
And express the way we feel
Keep our hands to ourselves
And learn how to steer

(TALK) Pat your tummy

R stands for resolve – let's start to solve the problem

Maybe we need to share
Or wait for our turn
Maybe we need some time
To think of what to do

BEFRIEND part 2

(TALK) Now pat your head

I stands for implement- let's apply the solution

We need to follow our plan
And do what we think can help
We need to implement
"Befriend" will help evolve you!

(TALK) Isn't BEFRIEND great? We're learning so many new things!

E means evaluate, let's think about the outcome

Let's see if our plan worked
And if it solved the problem
Let's follow BEFRIEND steps
"Befriend" will help to teach you.

N represents negotiate- should we change our solution?

We need to see if there are unsolved issues
That need to be addressed!
That's why we use BEFRIEND
"Befriend" is here to lead you.

D stands for discussion- let's reflect on what we've learned

Now that our emotions are under control
It's time to reflect on it all
"Befriend" will help you to grow!
And guide you how to problem solve!

BEFRIEND is the way
BEFRIEND is the way
BEFRIEND is the way
The way to problem solve!



ACTIVITY 14:6-THE FRIENDLY HANDS CHAIN

Children read the book *David Gets In Trouble* by David Shannon, learn about taking responsibility and communicating their needs, and together make a chain of friendly hands.



THEME:

I Can Control My Temper

SONG:

Keep Your Hands to Yourself

LEARNING FOUNDATION:

Art

TUNETOON®:

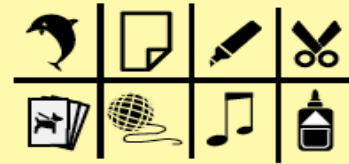
Keep Your Hands to Yourself

GOALS:

- Children learn to express emotions and needs in socially acceptable ways.
- Children are able to participate cooperatively and responsibly in a group setting and understand how sharing is important.
- Children use and improve fine motor skills.

MATERIALS

- *David Gets In Trouble* by David Shannon
- Construction paper
- Markers and colored pencils
- Dolfi puppet
- Stickers
- String/rope to hang the hands on
- tuneTOON® Storyboard and tuneTOON®
- Expression cards
- Crayons
- Safety scissors and glue
- Song/lyrics “Keep Your Hands to Yourself”



BEGINNING

- Reintroduce Dolfi. Say, “Dolfi today would like to talk about sharing and learning to take responsibility for our actions. Dolfi would like us to join in singing the song: ‘Keep Your Hands To Yourself.’” Refer to the song chart as you sing. Repeat the song with movements and encourage the children to imitate you.
- Say, “Today we’re going to read the book called *David Gets In Trouble* by David Shannon. This is a story about David who always claims, when in trouble, that it is NOT his fault!” Read the book together and allow a discussion to take place. Ask the children about similar experiences they have had. Use the expression cards to facilitate children’s identification of emotions. Listen to and acknowledge the children’s observations.

MIDDLE

- Tell children that they are going to work in pairs and take turns tracing each one’s hands on a piece of construction paper. After tracing the hands, have the children cut them, draw on and decorate them using colors and stickers. Have each pair connect their hands by gluing their pinkies to touch each other. Have the children hang their joined hands on the string/rope attached to the two edges of the wall.
- Have children look at their friendly hands and share what they like to use their hands for.

END

- Review BEFRIEND strategies with the children and how they can keep their hands to themselves.
- Have Dolfi join the children in singing the song again.

EXTEND

- Leave the book *David Gets In Trouble* by David Shannon in the play area/library for the children to read.
- Have children role play the story about David and practice BEFRIEND strategies to help David control his temper and accept responsibility.
- Have children make their own “Friendly Hands” collage depicting things they like to do with their hands using pictures from magazines.

HOME ACTIVITY:

ParentPod #14.6-
Handprints



KEEP YOUR HANDS TO YOURSELF


Now remember keep your  to yourself,
and just so you don't forget here's a little song
to help ya!

Keep your  to yourself

Keep your  to _____
Standing in line or out at play

Please keep your  to _____

We keep our  at our side
When we walk to get in line
It's single file, all the while

And we keep our  at our side
That's right don't wanna hurt anybody, and
there's more, are you ready? Here we go!

We never  and .
These two we don't permit
Take my advice, it's just not nice

We never  and .

We keep our  to ourselves

We keep our  to _____
It's right for you, and polite to do

We keep our  to _____

Keep your  to yourself

Keep your  to _____
Standing in line or out at play

Please keep your  to _____
Ya it's a good thing to do isn't it,
nobody gets hurt

KEEP YOUR

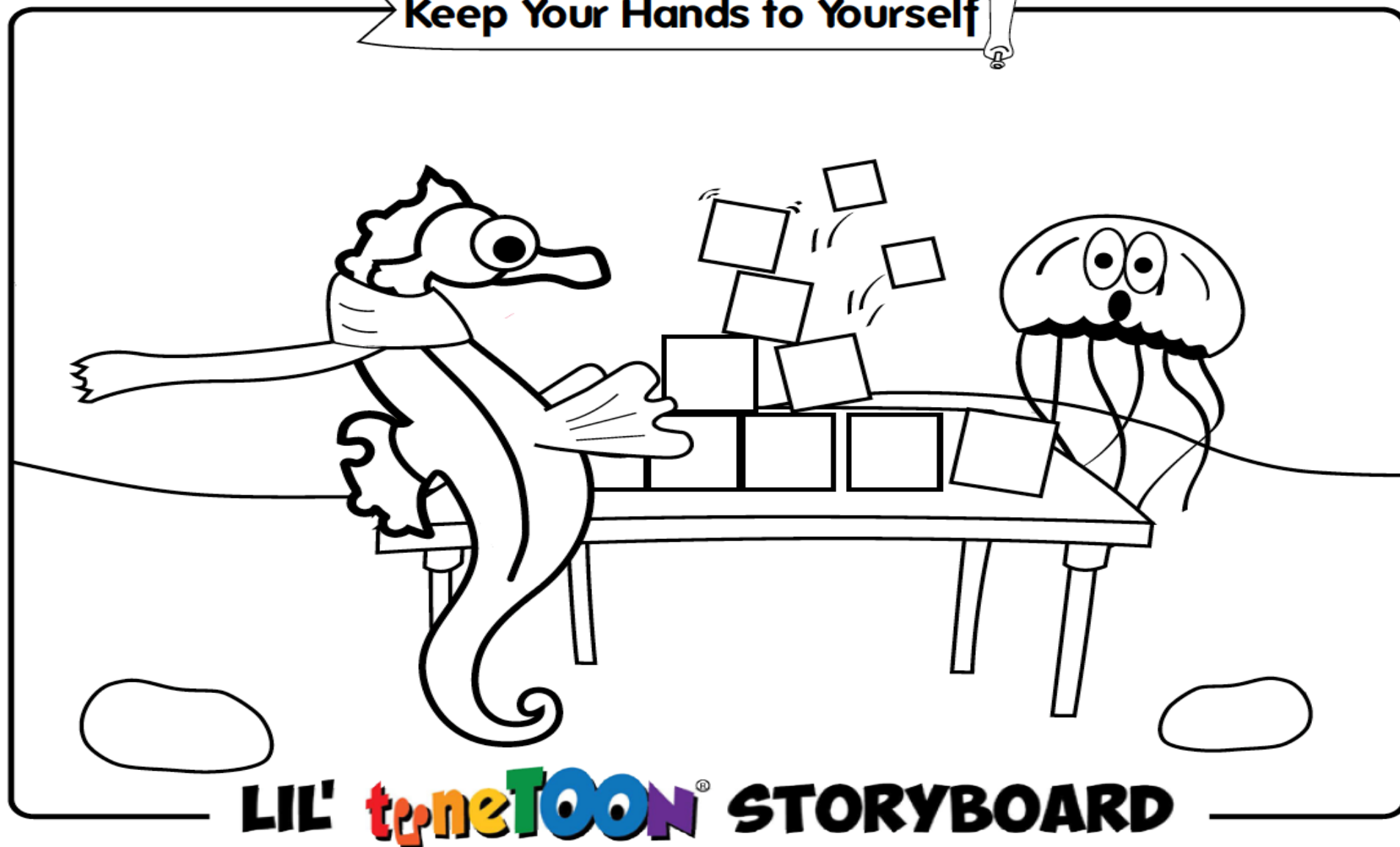
👋 HANDS 👋

TO YOURSELF



NAME _____

DATE _____

Keep Your Hands to Yourself

NAME _____

DATE _____

Keep Your Hands to Yourself





Circle of Education Math

with gummy worms and puzzles
Comparisons - Likenesses and Differences



Children count
eat, subtract,
and add.



